

**THE INFLUENCE OF USING ANIMATION MOVIE TOWARDS  
STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF  
THE ELEVENTH GRADE OF MA AL HIKMAH BANDAR LAMPUNG  
IN THE ACADEMIC YEAR OF 2017/2018**

**A Thesis**

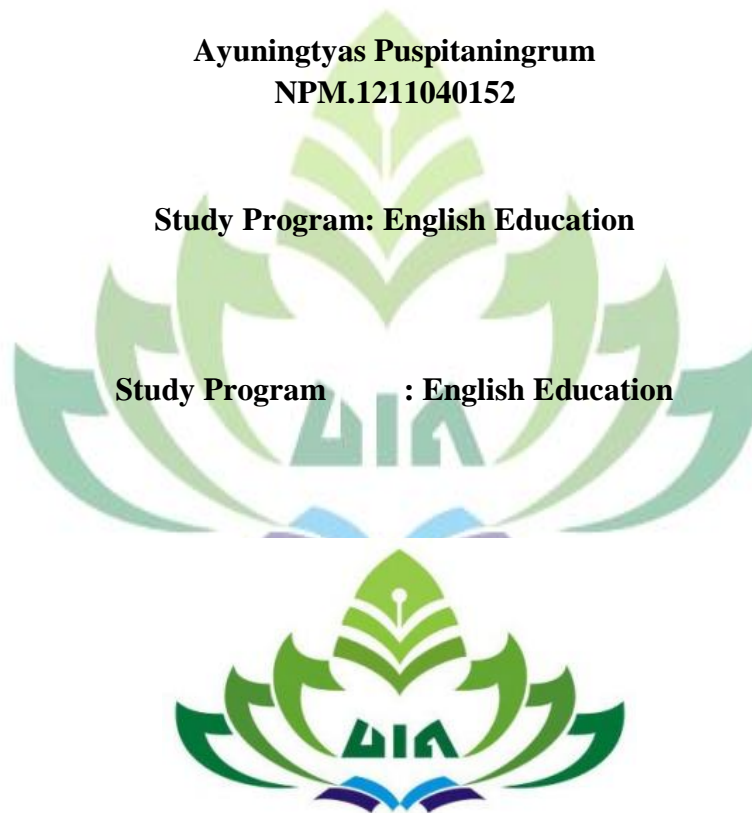
Submitted as a Partial Fulfillment of the Requirements for S1-Degree

**By:**

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**Study Program: English Education**

**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2017**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2017**

## **ABSTRACT**

### **THE INFLUENCE OF USING ANIMATION MOVIE TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF MA AL HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**

**By  
Ayuningtyas Puspitaningrum**

Speaking is one of language skills that should be mastered by the students. The students' speaking ability of MA Al Hikmah Bandar Lampung is still low. It can be seen from the students' speaking score in preliminary research. The researcher applied Animation Movie media. Animation Movie is kind of media for teaching speaking in which the students' speaking activities to improve students' speaking ability. The objective of this research is to know whether there is a significant influence of using Animation Movie towards students' speaking ability at the first semester of the eleventh grade of MA Al Hikmah Bandar Lampung in the academic year of 2017/2018.

The research methodology was quasi experimental design. In this research, the population was the eleventh grade of MA Al Hikmah Bandar Lampung. The sample of this research was two classes consisting of 30 students for experimental class and 30 students for control class. In the experimental class, the researcher used Animation Movie and in the control class the teacher used picture. The treatments were held in 3 meetings in which 2 x 45 minutes for each class. In collecting the data, the researcher used instrument in the form oral test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that  $Sig. = 0.000$  and  $\alpha = 0.05$ . It means  $H_a$  is accepted because  $Sig. < \alpha = 0.003 < 0.05$ . Therefore, there is a significant influence of using Animation Movie towards students' speaking ability at the first semester of eleventh grade of MA Al Hikmah Bandar Lampung in the academic year of 2017/2018.

**Keywords:** Animation Movie, Quasi Experimental, Speaking ability.



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
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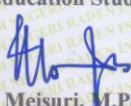
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**ADMISSION**

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## DECLARATION

Hereby, I state this thesis entitled “The influence of using animation movie towards students’ speaking ability at the first semester of eleventh grade of MA Al Hikmah Bandar Lampung” is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, 18 Desember 2017  
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## MOTTO

وَأَحْلِلْ عُقْدَةَ مِّن لِّسَانِي ﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾

And untie the knot from my tongue (27) That they may understand my speech  
(28)(Q.S. Taha,27-28)<sup>1</sup>



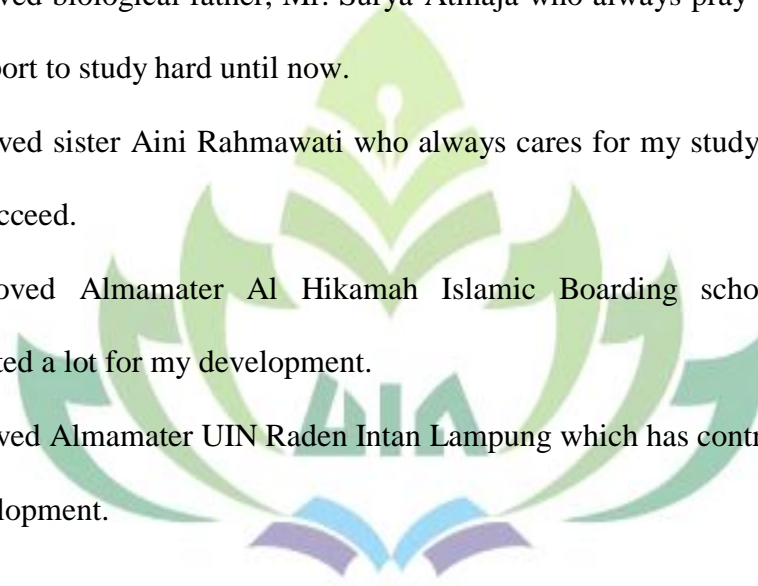
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<sup>1</sup>Abdullah Yusuf Ali, *The Meaning of Holy Qur'an*, (Maryland: Amana Publications, 2001), pp.184-185.

## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents, Mr. M. Jauhari and Mrs. Yeni Susanti who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved biological father, Mr. Surya Atmaja who always pray for my success and support to study hard until now.
3. My beloved sister Aini Rahmawati who always cares for my study and motivates me to succeed.
4. My beloved Almamater Al Hikamah Islamic Boarding school which has contributed a lot for my development.
5. My beloved Almamater UIN Raden Intan Lampung which has contributed a lot for my development.





## **CURRICULUM VITAE**

Ayuningtyas Puspitaningrum was born in Central Java on July 31<sup>th</sup>, 1994. She is the first children of Mr. Surya Atmaja and Mrs.Yeni Susanti. She has only one younger sister Aini Rahmawati.

She began her study at SD Muhammadiyah 2 Wonosobo in 2001 and graduated in 2006. Then, she continued at SMP Negeri 1 Kota Agung Pusat in 2007. After she graduated from Junior High School in 2009, she continued her study at MA Al Hikmah Bandar Lampung in 2009 and graduated in 2012. After that she continued her study in 2012 in the Raden Intan State Islamic University Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty.



## **ACKNOWLEDGEMENT**

Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The influence of Using Animation Movie towards students’ Speaking Ability at the First Semester of Eleventh Grade of MA Al Hikmah Bandar Lampung in the Academic Year of 2017/2018” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University, Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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7. The researcher's beloved friends, Nur Ridwan Firdaus, Een Efrianti, Dian Sakti Oktaviana, Nurul Hasanah, Ria Anggraeni, Novi Nurmala Dewi, Eva Nurmala, Iis Futuhiatul Istiqomah, Kholifatul Azkia, Freza Defica Gunada thanks for your friendship and also for all of the researcher's friends English Program of Raden Intan State Islamic University, Lampung, especially "Class D" thanks for your help and motivation that given to the researcher.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the

researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 18 Desember 2017

Declared by,

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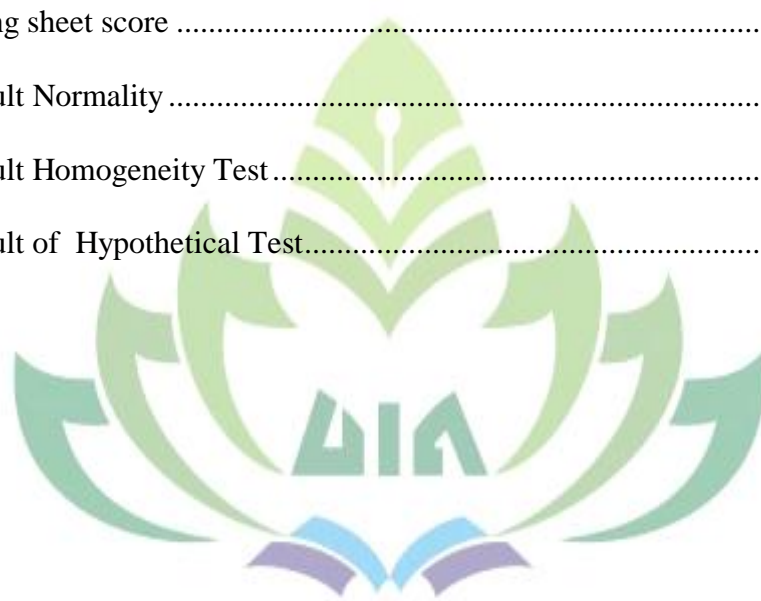
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Living community need language to interacted each other as a tool communication from another community is imposible to live alone without comtributionand implementation from another community. It means that language has an important role for human being. So learning language is very important. One of important language in our life is English, because English is an international language. It has various functions in different countries. Some countries use English as the first language, any other use it as a second language and it as a foreign language. As stated in verse 22 of surah Ar-Rum that language is important to deliver a massage:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَلَوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ  
لِّلْعَالَمِينَ (٢٢)

“and among His sign is the creation of the heavens and the earth, and the differences in your languages and colors; indeed in this are signs is for people who know.(Ar-Rum:22)

In surah above refers to the importance of language is to deliver a massage. Language has an important function in our life. It is because language is a tool to interact with other.



In English there are four skill that should be mastered by the English learners, one of the skills is speaking.

Speaking skill in English is a person skill to convey their ideas to anyone orally. However, many of students felt difficulty to develop speaking skill, but if the students practice continuously and be done with peers in the classroom, English teachers, or other teachers who can speak English, those all can help the students to develop their speaking ability. The purpose of speaking ability is to smooth conversation skills, vocabulary mastery, improve grammar, perfect pronunciation, English phrases, and auditory train so make it easy to get the message of the speaker.

According to Hakim the one of main criteria to decisive success or not someone in learning English can be seen from how far someone's ability in speaking English.<sup>1</sup> It means that speaking is the most important skill in English because speaking is one successful factor than the other skill in language teaching, but the reality has indicated that many students much failed and have many problems in learning English especially speaking. There are some problems faced by the learners in learning speaking including the students feel difficult to understand the speaking subject, their speaking is very difficult to be understood by other people, unconfident, afraid to make mistake and lack of vocabulary.

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<sup>1</sup> Thrusan Hakim, *Belajar Secara Efektif*, ( Jakarta : Puspa Swara, 2005)

Based on the result of the interview to Mr. Yayan Mulyana, S.Pd as the English teacher of the eleventh grade on July 14<sup>th</sup> 2017 at MA Al Hikmah Bandar Lampung, it showed that the students' speaking ability is low. It can be seen from the table of the students' score in speaking formative test below.

**Table I**  
**The Students' Score of Speaking at the First Semester of the Eleventh Grade of MA Al Hikmah Bandar Lampung 2017**

No	Class	Score		Total	Percentage	
		≥ 70	<70		≥ 70	< 70
1	XI IPA	19	14	33	26.73 %	28.38 %
2	XI IPS	21	9	30	23.70 %	27.30%
3	XI IAI	18	12	30	24.60 %	26.40 %
<b>Total</b>		<b>58</b>	<b>35</b>	<b>93</b>	<b>39.06 %</b>	<b>60.65 %</b>

Source: *The score from English teacher of MA Al Hikmah Bandar Lampung*

From the table above, it can be said that the speaking ability score of the Eleventh grade in MA Al Hikmah Bandar Lampung is still low because the number of students who got score under 70 is 61.0% students and above 70 is 38.9% students. It means that the English score should be increased because the criteria of minimum ability (KKM) at MA Al Hikmah Bandar Lampung is 70.<sup>2</sup> Besides interviewing the English teacher there, the researcher also interviewing some students of MA Al Hikmah Bandar Lampung. Based on the result of interview, the researcher found the students have difficulties and some problems in speaking. The problems are the students still confused to use the word in making sentence orally, the students felt difficult to

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<sup>2</sup>Yayan Mulyana S.Pd, *English teacher of MA AlHikmah Bandar Lampung*, July 2017 (An Interview).

pronounce word in English, and they felt bored in learning speaking because the English teachers only explained the materials and then just gave exercises in written form. There was no variation or other teaching media used by the teachers. The English teacher only uses the textbook and blackboard as teaching media.

To solve those problems, the teacher needs to provide some media or methods in teaching and learning process. In teaching and learning English especially speaking media and method have very important role. The teacher must be able to select and use the effective and suitable media or method in the teaching and learning process. In education field there are many of media and methods that can be used to help both teacher and students in the teaching and learning process. One of media which proposed is animation movie. Using animation movie in teaching English is one of the best way to enhance lesson plans and give students additional ways to process subject information especially to support teaching speaking, so that the students develop their speaking ability.

Based on the result of the research that was done by the researcher showed that there was influence of animation movie towards students' speaking ability at the first semester of the eleventh grade of MA AL Hikmah Bandar Lampung. This research result has supported several previous research that was done by Kurniawati entitled "The Influence of Using Animation Movie Towards Students' Vocabulary Mastery"<sup>3</sup>.

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<sup>3</sup> Vici Kurniawati, *The Influence of Using Animation Movie towards Students' Vocabulary Mastery*, The State Institute of Islamic Studies Raden Intan lampung, 2014

Her research focus on improving students' vocabulary mastery especially verb in the form of action verbs as a part of vocabulary by using animation movie and the result shows that the animation movie has an important function that the teacher can use in teaching learning process. It can also give the students an opportunity to expand their vocabulary mastery. Another previous research was done by Khoirunnisa entitled "Teaching Pronunciation Using Animation Movie"<sup>4</sup> One of the result of her survey shows that learners prefer action / entertainment films to language films or documentaries in the classroom. It also can introduce the students to unfamiliar cultural aspect, and new vocabularies, learn how the way good pronunciation, and amuse the students to learn happily in the classroom. From those previous research, the researcher got information that Animation Movie had been successful to increase students' language skill and components. It means that this research has enriched the theory about animation movie.

Animation movie can be used to introduce the students new language and develop their speaking in teaching learning process. Animation movie has an important function that the teacher can use in teaching learning process. It can also give the students an opportunity to expand their speaking ability, new vocabularies, and to pronunciation that can increase students speaking ability, and it can amuse the students to learn happily in the classroom. It is supported by statement from Wilson; she suggests that the students like learning language through the use of cartoon

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<sup>4</sup> Ana Khoirunnisa, *Teaching Pronunciation Using animation Movie*, UIN Malang, 2012

movie.<sup>5</sup> It means that cartoon movie can be used to increase students motivation in learning. Although these cartoon movies may seem to hold students interest, she believes that it could increase their comprehension speaking class.<sup>6</sup> It means that cartoon movie not only increase the students interest but also it can increase the students speaking ability.

Based on those explanation, the researcher concludes that the students are expected to learn speaking by providing them the animation movies especially in expression of opinion. Hopefully, through animation movie the ability of the students in speaking can be improved. In this research the researcher conducted a research entitles: The Influence of Using Animation Movies Toward Students Speaking Ability at the First Semester of the Eleventh Grade of MA Al Hikmah Bandar Lampung in Academic Year of 2017/2018.

## **B. Identification of the Problem**

The researcher identified the problem as follows:

1. The students' speaking ability is still low.
2. The students are less confident.
3. The students have difficulties in pronouncing the words or sentence orally.

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<sup>5</sup> Christine Canning Wilson, *Partical aspects of Using Video in the Foreign Language Classroom*, The Internet TESL Journal, Vol. VI, No. 11, November 2000. <http://iteslj.org/>

<sup>6</sup>Ibid, p.55

4. The teacher does not use interesting media in teaching and learning process especially for practicing their speaking skill.

### **C. Limitation of the problem**

The researcher limited the problem of the research to make it more focus. In senior high school, there were many interesting aspects to be learnt, but the researcher only focuses on the influence of using animation movie towards students' speaking ability especially in expression of opinion, at the first semester of eleventh grade of MA Al Hikmah Bandar Lampung in academic year of 2016/2017.

### **D. Formulation of the Problem**

Related to the problem, the researcher formulated the problem as follows:

Is there any influence of using animation movie towards students' speaking ability at the first semester of eleventh grade of MA Al Hikmah Bandar Lampung in academic year of 2016/2017?

### **E. Objective of the Research**

The objective of the research was to know whether there was an influence of using animation movie towards students speaking ability at the first semester of Eleventh grade of MA Al Hikmah Bandar Lampung in academic year 2016/2017.



## **F. Use of the Research**

The result of this research was expected to give the theoretical and practical contributions which are follows:

### **1. Theoretically**

It may support the theory that animation movies can be applied to teach speaking ability.

### **2. Practically**

Hopefully, this research will be useful for English teacher, students and also school.

#### **a. For the teacher**

To give information for the English teacher about how to increase students' ability in speaking class activity through animation movie media.

#### **b. For the students**

To give motivation for the students that they can improve their speaking by using animation movie.

#### **c. For the school**

This research contribute to the school in order to improve the quality of the teaching in school in particular and English education.

## **G. Scope of the Research**

The scopes of the research were as follows:

1. The subject of the research

The subject of the research was the first semester of students of the eleventh grade of MA Al Hikmah Bandar Lampung.

2. The object of the research

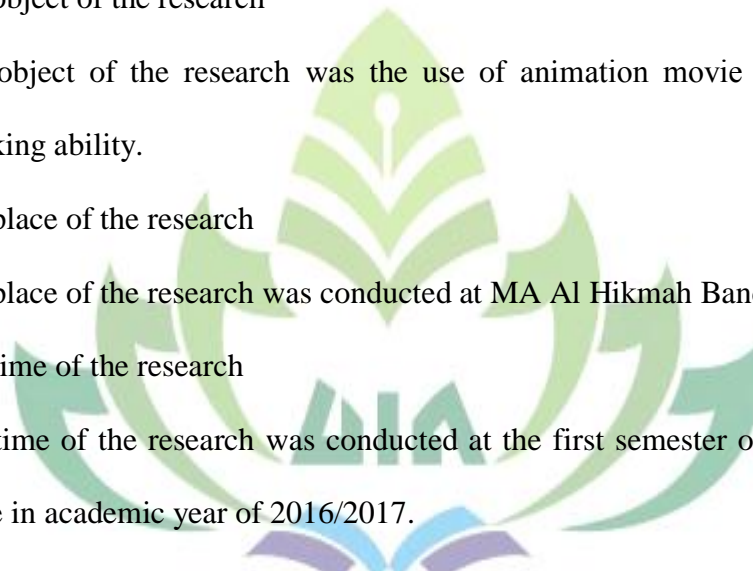
The object of the research was the use of animation movie and students' speaking ability.

3. The place of the research

The place of the research was conducted at MA Al Hikmah Bandar Lampung.

4. The time of the research

The time of the research was conducted at the first semester of the eleventh grade in academic year of 2016/2017.



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Concept of Speaking

According to Thornbury, speaking is interactive and requires the ability to co-operative in the management of speaking turn. Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum.<sup>1</sup> Speaking shows that the students able to use a language to express what to inform. Students also expect the teachers to speak English with them and to model it how it used to express meaning.<sup>2</sup> The teacher give opportunity for the students to speak and to improve their speaking skill. Speaking is the important skill which is daily life communication, information, its primary propose is to establish and maintain social relation. The importance of speaking is stated in the Holy Qur'an Surah An-Nisa verse 9 as follows:

وَلِيَخْشَ الَّذِينَ لَوْ تَرَكُوا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعَافًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا (٩)

“and let those fear who, should they leave behind them weekly offspring, would fear on their account, so let them be careful of (their duty to) Aallah, and let them speak right words.” (An-Nisa:9)

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<sup>1</sup>Scott Thornbury, *How to Teach Speaking*. (Pearson Education Limited, 2005). P.iv

<sup>2</sup>Jerry G. Gebhard, *Teaching English as a Foreign Language or Second Language*. (Universit of Michigan, 2006). p. 70

This verse shows that islam gives high attention to speak. It explain about how speaking must be clear and true.

Speaking is an effective way used in real interaction communication. According to Brown, speaking is an interactive process of conducting meaning that involves producing, receiving, and processing in information.<sup>3</sup> It means that speaking is the human activities that used to give and receive the information. Besides speaking is one of four activities in English skill which have an important role in daily life, even as a main ability in communication among human beings. Cameron states that, speaking is the active use of language to express meanings so that other people could make sense of them.<sup>4</sup> It means that speaking is related to communication in human life. Speaking can be stated as the skill to use the language accurately to express meanings in order to get information and knowledge from others in the whole life situation.

Based on those previous definitions, it can be concluded that speaking is the activity to give and receive the information by using language to express meaning so the other people can understand each other. Speaking is the mode in which children acquire language, it constitutes the bulk of most people's daily engagement with linguistic

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<sup>3</sup>H. D. Brown, *Teaching by Principles An Interactive Approach To Language Pedagogy* (San Fransisco: Wesley Longman, 2003), p. 267

<sup>4</sup> Cameron, L. 2001. *Teaching Languages to Young Learners*. (Cambridge: Cambridge University Press). P, 40-41

activity, and it is the prime motor of language change.<sup>5</sup> It means that speaking has very important role in communication, all of the age always use speaking as the bridge to built communication include children. Children are easy to communicate with another person by using speaking.

Based on the statements above it can be concluded that speaking is the way to communicate which involves only to produce language correctly but also to express feeling, to describe experience and to explain ideas through language used by people include children.

## **B. Concept of Speaking Ability**

### **1. Definition of Speaking Ability**

Speaking ability is an important aspect and beneficial skill in learning language. It is a part of the goal or skill in learning English in the curriculum besides writing, reading and listening. It is supported by Jaulston and Brunder who said that speaking ability is taken to be the objectives of language teaching.<sup>6</sup> It means that speaking ability has the important role in language teaching and learning process that should be mastered by the students besides mastering listening, reading and writing. According to Jim, speaking ability is described as the ability to report acts or situation, or the

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<sup>5</sup>R. Hughes, *Spoken English, TESOL and applied Linguistics* (Palgrave Macmillan: University of Nottingham, 2006), p. 144

<sup>6</sup>Christiana Bratt Jaulston and Mary Newton Brunder, *Teaching English as Second Language: Technique and Procedure* (Massachussets: Winthrop Publisher Inc, 1976), p. 55

ability to converse, or the express sequence of ideas fluently.<sup>7</sup> It means that speaking ability is the ability to report the act or situation by using spoken words to express the idea fluently.

Speaking ability is the speaker skill to deliver message to the reader. Pardiyoona states that someone capability to speak English is very influenced by message, grammar, and pronunciation understanding. The information or message will be achieved and interpreted by listeners correctly if the speakers are able to express the information or message in the correct sentences based on grammatical and cultural correctness.<sup>8</sup> It means that to know someone speaking ability can be seen from his or her message, grammar, and pronunciation understanding. Speaking ability is not only based on the time but also it is based on their habitation to speak English. They must practice in their daily activities because speaking ability is verbal intelligence. This is supported by Broughton, *et.al* who state that it is important a student should be able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled situations.<sup>9</sup> It means that speaking ability is a form of productive skill verbally which the students can practice the speaking English naturally based on the context.

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<sup>7</sup>Jim Scrivener, *Learning Teaching Second Edition*(Macmillan: British, 2004), p. 160

<sup>8</sup>Pardiyono, *Pasti Bisa Teaching Genre Based Speaking*, ED 1<sup>st</sup> (Yogyakarta: Andi Publisher, 2009), p.1

<sup>9</sup> Geoffrey Broughton, *et. al.*, *Teaching English as a Foreign Language*, 2<sup>nd</sup> Edition, (New York: Routledge, 1980), p.82



In addition, speaking ability is a difficult one to assess with precision, because speaking is a complex skill to be acquired. According to Brown, there are at least five components of speaking skill that should be mastered by students to increase their speaking ability. The following five components are generally recognized in analysis of speech process.<sup>10</sup>

a) Comprehension

Comprehension is the ability to understand something. For oral communication, comprehension certainly requires a subject to respond to the speech as well as to initiate it.

b) Grammar

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer. Grammar is one important aspect of speaking because if an utterance can have different meaning if the speaker uses incorrect grammar.

c) Vocabulary

Vocabulary means list of words with their meaning. One cannot communicate effectively or express their ideas both oral and written form if they do not have

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<sup>10</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Longman, 2004), p.157

sufficient vocabulary. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.

#### d) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him/her. On the other hand, if students make grammatical mistakes e.g. in a verb tense, the listener still has an idea of what is being said. So, it can be seen that good pronunciation is vital if a student is to be understood.

#### e) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

Based on the explanation above, it can be concluded that speaking ability is verbal intelligence in producing language naturally to achieve the communicate competence which that competence can be measured by five aspects; comprehension grammar, vocabulary, pronunciation, and fluency.

## **2. How to Measure Speaking Ability**

To measure the speaking ability the researcher used the scoring speaking scale by Brown. According to Brown, there are rubric criteria of speaking scale. They are grammar, vocabulary, comprehension, fluency, pronunciation. In this research, the researcher will use the oral English rating sheet that proposed by Brown. The rating score for speaking can be seen in table 5 page 43.

### **C. Types of Classroom Speaking Performance**

Brown provides other type of classroom speaking performance, there are six kinds of oral production that students are expected to carry out in the classroom. They are:

#### **1. Imitative**

A very limited portion of classroom speaking time may legitimately be spent generating human tape recorder speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular elements language forms.

#### **2. Intensive**

An intensive speaking performance is designed to practice some phonological or grammatical aspects of language. Intensive speaking goes one beyond imitative to conclude any speaking performance that is design to practice some phonological or

grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain form of language.

### 3. Responsive

It means that students give short replies to initiate questions or comments. These replies are usually sufficient and do not extend into dialogue.

### 4. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

### 5. Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relations than for the transmission of facts and information.

### 6. Extensive (monologue)

Students are expected to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.<sup>11</sup>

In this research, the researcher will choose transactional (dialogue) as activities in speaking ability because transactional (dialogue) language is primarily message-

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<sup>11</sup>H.Douglas Brown, *Teaching By Principle. An integrated Approach to Language pedagogy*, (New Jersey: Prentice Hall Regents, 3th ed, 1994), p. 271-274

oriented. On the other hand, message-oriented conversations will be more clearly structured, as evidence shows, pursuing their ultimate objective to deliver a message.

#### **D. Difficulties in Speaking**

Speaking is not easy subject many students faced difficulties in learning English especially in learning speaking. As Dunkel, Richards, and Ur state in Brown, many people regard that speaking is difficult.<sup>12</sup> The following eight characteristics of spoken language are adapted from several sources.

1. Clustering. Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically through clustering.
2. Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language.
3. Reduced forms. Contractions, elisions, reduced vowels etc are special problems in teaching spoken English. Learners who never learn colloquial contractions sometimes speak too formal in casual context. They become bookish and stilted.
4. Performance variables. In spoken language there is a process called thinking time. During this thinking time, learners can employ a certain number of performance hesitations, pauses, backtracking, and correction. Some examples of thinking time in English such as inserting fillers like uh, um, well, you know, I mean etc. Hesitation

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<sup>12</sup> Brown, H.D. 2001. Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Edition). New York: Addison

phenomena are the most salient difference between native and nonnative speakers of language.

5. Colloquial language. Students should be familiar with words, idioms, and phrases and they practice to produce these forms.

6. Rate of delivery. It is one of the characteristics of fluency. Teachers should help learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, rhythm, and intonation. The stress-timed rhythm of spoken language and its intonation patterns convey important message in any communication forms.

8. Interaction. Having no interlocutor will rob the speaking skill components; one of them is the creativity of conversational negotiation.

Based on those explanations it can be concluded that there are eight difficulties in speaking including clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction.

### **E. Concept of Teaching Speaking**

Teaching speaking is one way that can be used in order that the learners can understand about the meaning of communication in real situation, and it needs a lot of practice and guidance to master it.

Teaching is also an activity, which is integrated one to other. Teaching gives support to learning activities. According to Brown teaching is showing or helping someone to



learn how to do something, giving instruction, guiding in the study of something providing with knowledge, causing to know or understand.<sup>13</sup> It means that teaching is the process to help students learning how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

Teaching English especially speaking has very important role in the teaching and learning process. Thornburry states that speaking activity is needed to be maximally language productive in order to provide the best condition for autonomous language use.<sup>14</sup> It means that speaking is very important in language use. Teaching speaking is about how to teach language for communication, transferring ideas, thought or even feeling to other people. According to Harmer, students are using any and all the languages at their command to perform some kind of oral task.

The purpose of teaching speaking is to train the teachers the fluency of using the target language and to understand the concept of teaching speaking and the techniques of teaching it as well.<sup>15</sup> It means that in teaching speaking teachers should know the concept of speaking to make the students understand about what teachers explain about. Teaching speaking is also the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others.

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<sup>13</sup>H. Doughlas Brown, *Teaching by principle: an interactive approach to language pedagogy*, (San Fransisco: State University,2001), p.250

<sup>14</sup>Scott Thornburry, *How to Teach Speaking*, (England: Longman, 2005), p. 90

<sup>15</sup>Kimtafsirah, Zainal, Yahmawati, *Teaching Speaking*, (Jakarta: MGMP Bahasa Inggris, 2009), p. 1

When teaching young learners, we constantly have to keep in mind the fact that what we have in front of us is a mixed class with various abilities, expectation, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.<sup>16</sup> Thus, the teachers should give variation in teaching speaking process. It will make the learners pay attention with the material and also can keep their mind to receive the material more easy.

Based on those explanations, it can be concluded that teaching speaking is about how to teach using language communication, for transferring idea, though or even feeling to other people. In teaching speaking, teacher should know the five concepts of speaking (pronunciation, grammar, vocabulary, fluency, comprehension) to make students understand about what teacher explain by using the interesting media to increase the students motivation when the study English especially speaking.

## **F. Concept of Media**

### **1. Definition of Media**

The use of media is needed to ensure an effective communication in order to improve the quality of instruction. However, media offer some positive contributions toward the teaching and learning process. According to Heinich in Arsyad states that media

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<sup>16</sup>Natasha Intihar Klanncar, *Developing Speaking Skills in the Young Learners Classroom*, (Internal TESL Journal, Vol. XII, No. 11, November 2006), p. 1

act as mediator that transmits information from resource to receiver.<sup>17</sup> It is supported by Asyhar, he states that the function of media as a strategy and assist equipment in teaching and learning process.<sup>18</sup> It can be concluded that media is an equipment in teaching and learning process that used as mediator to transfer the information from sender to receiver.

According to Brinton, Media have undoubtedly always facilitated the tasks of language learning both instructed and none instructed learners as a tool for language learning or teaching.<sup>19</sup> It means that media can be defined as the aids or equipments that can help the learning process run well.

Based on those explanations above it can be concluded that media is part of communication. Wherever communication is held, media is always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In the teaching and learning process, media is the way of teacher to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also giving some responses so the students can carry meaningful learning experiences.

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<sup>17</sup> Arsyad, A.2002. *Media Pembelajaran* (3rd edition). Jakarta : Grafindo. P, 4

<sup>18</sup> H. Rayandra Asyhar, *Kreatif Mengembangkan Media Pembelajaran* , Referensi Jakarta, (Jakarta, 2012), p. 27

<sup>19</sup> Brinton, M., D. 2001. *The use of media in language teaching*. (New York: Thomson Learning), Inc. p, 15

## 2. Kinds of Media

According to Arsyad teaching media can be classified into three categories. They are:<sup>20</sup>

### 1 Visual Media

They are media that can be seen. It would captivate sense eyes mostly. It can be formed of picture, moving picture or animation and flashcard.

### 2 Audio Media

They are media that can be listened from audio media has sound which is listened by us. And to mean as thinking that the contents message in audiotape form such as vocal cord/tape recorder and movie compact disk which can stimulus though feeling, idea and students it happens on teaching and learning process.

### 3 Audio Visual Media

They are media that have sound and picture. Movie is an example from audio visual media in teaching and it has a sound because it is produced to get to appear the reality picture in the original form it describes science theory and animated. In this study, the researcher used audio visual media named movie as the interaction media, because by using video it can motivate the students to learn and pay attention to the material given.

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<sup>20</sup> Azhar Arsyad, *Media Pengajaran*, P.T Raja Gafindo Persada, (Jakarta, 2000), p. 3

According to the statements above, it can be concluded that there are many kinds of media which can be used in the teaching and learning process including visual media, audio media, and audio visual media.

## **G. Concept of Movies**

### **1. Definition of Movie**

A movie is a motion picture, often referred to as a film. Movie is a sequence of pictures in frame in which the sequence is presented through LCD. According to Arsyad, movie is a sequence of picture that alive and move. Movie is a kind of story that is recorded as a set of moving picture to be shown on the television or at the cinema.<sup>21</sup> It means that movie is a motion picture that recorded and showed trough LCD, television, or at the cinema. A movie is the one of visual aids that can be used in the class, it makes lessons more fun.<sup>22</sup> It means that movie is a media in teaching that can make the teaching and learning process more fun. Movies, also known as films, are a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn). People in every part of the world watch movies as a type of entertainment, a way to have fun.<sup>23</sup> It means that a media visual communication by using moving picture to give information and entertain the audience.

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<sup>21</sup> Arsyad, A, *Media Pembelajaran* (3rd edition), ( Jakarta : Grafindo. 2002) p, 49

<sup>22</sup> Apriyani, Mery, *Developing students' wearing skills by movies*, (Bogor, universitas IbnKholdun, 2011)

<sup>23</sup> *Summer and Della, Dictionary of English Language and Culture, Harlow; Longman Group U.K. Limited, 2005, p. 476*

From the definitions above it can be concluded that movie is a set of moving picture that forms a story which is shown through LCD or in the TV or at the cinema or movie theater, people watch it to get information and entertain. Movie can be used as media in teaching and learning process and it can make the teaching and learning process more fun.

## **2. Types of Movie**

According to Asnawir and Usman, the types of movie can be described as follows:

### **1) Documentary Movie**

Documentary movie is a purpose of giving to describe about the story, by using the true society and situation.

2) Episodic Movie. Episodic movie is a movie consists of short edition in its sequences.

### **3) Provocation Movie**

Provocation movie prevents to explain about special lesson to learners, especially social study, attitude, etc. it will stimulate the discussion among learners in the classroom.



#### 4) Animation Movie

Animation movie is distinguished from live action ones by the unusual kinds of work that are done at the production stage.

#### 5) Fictional Movie

A fictional movie presents imaginary beings, places, or events. Yet if a movie is fictional that does mean that it is completely unrelated to actuality.

#### 6) Experimental Movie

An Experimental movie is made for many reasons, they are:

- a) The movie makers wish to express personal experience or view points
- b) The movie makers may also want to explore some possibilities of medium itself.<sup>24</sup>

In this research, the researcher will use animation movies as media to facilitate students' learning process, the researcher chooses animation movie because many of the learners like and interest to watch animation movie, so it is suitable for learner to increase their ability in mastering the material and motivate them to learn English especially speaking.

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<sup>24</sup> Asnawir and M. Basyaruddin Usman, *Media Pembelajaran*, (Jakarta:Ciputat Press, 2002), p, 100)

## H. Concept of Animation Movie

Animation movie is a kind of movie which involves sound, recording a series of drawing or manipulating in animate object, one frame in one time. When projected, the sequences of frames take on the illusion of motion. This movie uses computer graphics in creating animated images. In this research, animation movies were used. Animation movies that were given were appropriate with the age of Senior High School students. In this study, the researcher choose animation movies that have funny characteristics, so it can make teaching learning process more enjoyable.

According to Dirks, he defines that animation movie is a part of types of movies; it is motion picture that has sound in its movie and create the illusion of motion. In animation movie, it can also teach people about history, story, adventure, and any other subject. Besides some animation movies combine entertainment with instruction, make the learning process more enjoyable.<sup>25</sup> It means that animation movie is type of movie that use motion picture that can be used in teaching process and it can make the students entertain and enjoy in join the class.

Furthermore, Collins gives meaning that animation movie is a film produced by photographing a series of gradually changing drawings, etc. which give illusion of movement when the series is projected rapidly. After being processed and printed, the animation movie is run through a projector, which shines light through the animation so that the images are sparked on screen. Most animation movies have accompanying

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<sup>25</sup>[http://iteslj.org/Article/Tim dirks/genres of film. 2010. html](http://iteslj.org/Article/Tim%20dirks/genres%20of%20film.2010.html)

sound. The functions of animation movies are to educate, entertain, enlighten and inspire the audiences. It means that animation movie is a kind of movie that uses sound and photographing or drawing of motion pictures that displayed by using projector to give education.

Another opinion about animation movie given by Kuchimanchi, He states that animation movie is rapid display of images to create an illusion of movement. They have the power to gain the attention of a person for hours together without boring them. And sometimes animations are extremely helpful. They help us show and generate interest in something which we otherwise would not entertain.<sup>26</sup> It means that animation movie is kind of movie that used movement images to give entertain to the audience.

From the statements above, it can concluded that animation movie is a kind of movie which involves sound, recording a series of drawing or manipulating in motion picture, it can be used as teaching aids that give education and entertain to the students and make the teaching and learning process run well and enjoyable.

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<sup>26</sup> Kuchimanchi, B, *Role of Animation in Student's Learning*, 2013

## **I. Procedure of Teaching Speaking by using Animation Movie Media**

The researcher hopes by using movie in the classroom, it can make students more interested in learning English especially in speaking ability. The most common procedure for using a movies clip in teaching consists of the following steps<sup>27</sup>:

- 1) Prepare the students to study, after gaining the students attention; the teacher tells them what they are going to do.
- 2) The teacher divides the class into some couples.
- 3) Prepare laptop, LCD projector, loudspeaker, photograph, Animation movie collection, materials, lesson plan, students' exercises, posttest, and everything relate to the action.
- 4) The teacher gives explanation to students some of examples, expression of opinion.
- 5) Plays animation movie and ask students to watch the movie in the class together.
- 6) After the students watched the movie, teacher ask the students to make a conversation with their couple using expression of opinion about the movie by using theirs' own words and perform it in front the class.

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<sup>27</sup> Ika Devi, Animation Movie to Improve Students' Vocabulary Mastery, English Education Journal, Vol. 1, No. 1, September 2012, available online at : <http://eprints.uns.ac.id/1159/1/11659-2655-1-SM.pdf>

## **J. Advantages and Disadvantages of Using Animation Movie**

Teaching in general or English teaching in particular is a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the role of all components involved. However, in teaching-learning process, a teacher must bring all components into classroom and apply them. Harmer states that there are many reasons why animation movie can be used in language learning.<sup>28</sup> Below are some the advantages and disadvantages of movie by Brown.

### **a. Seeing language-in-use**

One of the main advantages of movie is that students do not just hear language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed through expression, gesture and other visual clues. Thus we can observe how intonation can match facial expression. All such, paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

### **b. Cross-cultural awareness**

A movie uniquely allows students to look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British 'body

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<sup>28</sup> jeremy Harmer, *Practice of Language English Language Teaching* (Third Ed). (London: Longman, 2001), p,282

language' when inviting someone out, or how American speaks to waitres. Movie is also great values in giving students a chance to see such things as what kinds of food people eat in other countries and what they wear.

c. The power of creation

When the students make their own movie as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of filmmaking can provoke genuine creative and communicative uses of language, with students finding them doing new things in English motivation For all reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

Besides the advantages, the use of movie as media also has several disadvantages.

There are:

- 1) During playing movie, teachers cannot explain any material because it can disturb students' concentration.
- 2) Students can't understand the movie well if it is played too fast.
- 3) If the listening equipment has bad quality, the students can not hear the sound of the movie well.

4) The equipment is expensive.

Based on those explanation it can be concluded that there are same advantages and of animation movie, the researcher assumes to prevent the disadvantages of animation movie, the teacher should explain the material before the teacher plays the movie, the teacher have to replay the movie in several time, the teacher has to prepare the good sound system, and the teacher does not need to bring the movie equipment, the teacher can use the school equipment.

#### **K. Frame of Thinking**

In teaching-learning process, English is very important to master especially in productive skills. The students have to acquire and to master English as a way to face the globalization and for their future in career. Speaking is symbolized as the way people express their feeling to others. Through speaking, human are able to connect their mind in every aspect of life. They can share their opinions, thoughts, and even their emotion. In order to do that, we have to speak appropriately and accurately to minimize misunderstanding in our conversation with others.

Based on the result of the research by using observation and interview with English teacher, the researcher found there were some problems related to the speaking learning process at eleventh grade of MA Al Hikmah. They had low interest toward English especially speaking, tend to be passive in learning process, and were confused on speak up their thought. The problems in the classroom occurred because



the students were not enthusiastic to speak. They did not have confidence to speak. Sometimes they were shy to express what they want to talk about to others. It will causes negative effect to their mindset in order to speak in public. Therefore, they need fun and effective media in teaching and learning English especially in acquiring speaking skill. They need a media that can help them to gain their confidence and help them to relax while learning the material.

The media that can be used in teaching and learning speaking is animation movies. In this case, by using animation movies as media in teaching-learning process, the students would be more interested in learning speaking. In this research, animation movies is aimed to help the students in order to make them more enthusiastic and had a high confident to express their idea in spoken language and increase their interest towards English especially in speaking.

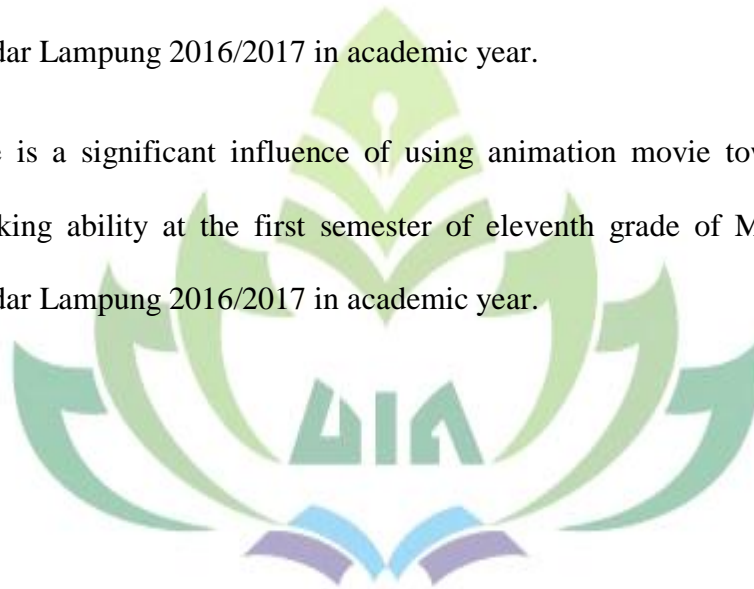
Spoken language is typically more dependent on its context than written language is. By using animation movies during teaching and learning process, the teacher would be able to make interest the students to learn and to pay attention to the material presented.

## **L. Hypothesis**

Based on frame of thinking above, the researcher formulated the hypotheses of the research as follows:

$H_0$  = There is no significant influence of using animation movie towards students speaking ability at the first semester of eleventh grade of MA Al-Hikmah Bandar Lampung 2016/2017 in academic year.

$H_a$  = There is a significant influence of using animation movie towards students speaking ability at the first semester of eleventh grade of MA Al-Hikmah Bandar Lampung 2016/2017 in academic year.



## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research the researcher used a quantitative research in the form of quasi experimental research. The researcher used the experimental design because it was investigated the influence of using animation movie towards students' speaking ability. An experimental design is the general plan for carrying out study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the variable.<sup>1</sup>

In quasi experimental design includes assignment, but not random assignment of participants to groups for the experiment.<sup>2</sup>

The variety of quasi experimental design can be divided into two main categories, they are pre-test and post test group design. In this research, the researcher applied quasi-experimental pre test-post test group design. Creswell states that we can apply the pre-test and post-test approach to a quasi-experimental design.<sup>3</sup>

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<sup>1</sup> Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, (Canada: Wadsworth Cengage Learning, 6<sup>th</sup> ed), p. 301

<sup>2 2</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research* (New York: Pearson Education, 4<sup>th</sup> ed, 2002), p. 301

<sup>3</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research* (Boston: Pearson Education, 4<sup>th</sup> ed, 2012), p. 310

The researcher used two classes, one as an experimental class that was given treatment by using animation movie (X) and the other one as a control class that was taught by picture (Y). The formula of quasi-experimental design is described as follows:

Groups	Pre-Test	Variable	Post-Test
G1	T1	X	T2
G2	T1	Y	T2

Figure 1: Research Design

### Research Design

#### Notes

G1 : Group 1 (experimental group)

G2 : Group 2 (control group)

T<sub>1</sub> : Pre-test

T<sub>2</sub> : Post-test

X : Treatment by using animation movie

Y : Treatment by using picture

## **B. Variable of the research**

There were two variables in this research, they are: independent variable and dependent variable.

1. Independent variable of the research is animation movie in teaching speaking (X)
2. Dependent variable of the research is students' speaking ability (Y)

## **C. Operational Definition of Variable**

The operational definition of variable was used to describe the characteristics of variable investigate by the writer as follows:

1. Animation movie is a motion picture and changing drawings which give the illusion of movement that used as media on teaching students' speaking ability.
2. The students' speaking ability is theirs ability to express their ideas, feelings, opinion, experiences, and the five English components with good pronunciation, fluency, vocabulary, accuracy of English grammar, and comprehension.

## **D. Population, Sample and Sampling Technique of the research**

### **1. Population**

According to Ary and friends population is defined as all members of any well-defined class of people, event, or objects.<sup>4</sup> It means that population is the whole subjects that will be researched in the research. The population of this research was all of students at the first semester of the eleventh grade of MA Al Hikmah Bandar Lampung, which total number of population is 93 students, which consist of 3 classes. It can be seen in the table 2:

**Table 2**  
**Eleventh Grade students of MA Al Hikmah Bandar Lampung in**  
**Academic Year of 2017/2018**

No.	Class	Gender		Total
		Male	Female	
1.	XI IPA	13	20	33
2.	XI IPS	8	22	30
3.	XI IAI	7	23	30
Total		28	65	93

*Source: Archieve of MA Al Hikmah Bandar Lampung in the Academic Year of 2017/2018*

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<sup>4</sup> Donal Ary, Op. Cit, p. 148

## 2. Sample

A sample is any part of a population of individuals on whom information is obtained. It may, for a variety reason, be different from the sample originally selected.<sup>5</sup> The sample of this research are two classes. One classes as the experimental class, whose the students were taught by using animation movie, and another class as control class, whose the students were taught by using picture.

## 3. Sampling technique

Sampling technique is the procedure to get the individuals that can represent all of the population.<sup>6</sup> In this research, the researcher used cluster random sampling technique to choose the sample of the research. Fraenkel and Wallen states that the selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.<sup>7</sup> Here were steps of taking sample by using cluster random sampling technique:

- a) First, the name of each class (class XI IPA- XI IPS- XI IAI) was written in small piece of paper.
- b) Then, those papers wererolled and put into a box.
- c) After that, the box was shaken until one of the rolled-paper out of the box.

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<sup>5</sup> Jack R. Fraenkel, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hil, 7<sup>th</sup> ed, 2009), p. 105

<sup>6</sup> Bmbang Setiadi, *Metode Penelitian untuk Pelajaran Bahasa asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p. 38

<sup>7</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Reseachin Education*, (New York: McGraw-Hill, 7<sup>th</sup> ed, 2009), p. 90



- d) And then, the researcher took two pieces of the rolled-paper. The first class is as experimental class and the second class is as control class.

### **E. Data Collecting Technique**

In collecting the data, the researcher used test to know the students speaking ability. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, gathering information by asking people questions or observing their behaviors of paramount concern in this process is the need to obtain accurate data from individuals and places.<sup>8</sup>

To collect the data, the researcher used the following technique:

#### **1. Pre – Test**

A Pre – Test provides a measure on some attributes or characteristics that you asses for participants in an experiment before they receive a treatment. Pre-test used to know the students' speaking ability before the treatment is given.

#### **2. Post – Test**

A Post – Test is a measure on some attribute or characteristic that is assess for participants in an experiment after a treatment.<sup>9</sup> The post test administed after giving the pre test and the treatments to know the students' speaking ability in making transactional dialogue in a group.

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<sup>8</sup> John w. Creswell, *Educational Research*, (Lincoln: University of Nebraska-4<sup>th</sup>ed, 2008), p.

<sup>9</sup> John w. Creswell, *Ibid*, p. 297

## F. Research Instrument

An instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and responsibilities that you establish or develop in advance of the study.<sup>10</sup> In this research, the researcher used a test for testing to know students' speaking ability. The test was given in the form of an oral test, the teacher asked all of students from each group to come forward and make a dialogue based on a situation and the theme of the test is based on the syllabus that was learned by the students.

### 1. Pre – Test instrument

Instruction:

- a. Make a couple with your friends.
- b. Make a dialogue with your friends based on the topic given.

#### 1. Topic :

- a. Traditional Market
- b. River
- c. Beach

2. Situation: when you visit this place with your friend, it was very dirty and not maintained. You and your friend will ask and give an opinion about it.

- c. Perform your dialogue in front of class.

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<sup>10</sup> John w. Creswell, *Educational Research*, (Lincoln: University of Nebraska-4<sup>th</sup>ed, 2008), p.

## 2. Post-test instrument

Instruction:

- a. Make a couple with your friends.
- b. Make a dialogue with your friends based on the topic given.

1. Topic :

- a. Traditional Market
- b. River
- c. Beach

2. Situation: when you visit this place with your friend, it was very dirty and not maintain. You and your friend was asking and giving opinion about it.

- c. Perform your dialogue in front of class.

After the researcher got the score from pre-test and post-test, the researcher found some significant differences of students' speaking ability before treatments and after treatments.

## G. Research Procedure

In this research, there were some steps in research procedure. They were:

### 1. Planning

Before the researcher applied the research procedure, the researcher made some planning to run the application well. There were some steps that should be plane by researcher. The procedure of this research as follows:

a) Determining the subject

The researcher determined the subject. In this case the researcher chose the eleventh grade of MA Al Hikmah Bandar Lampung as the subjects of the research, one class as the experiment class other one as control class.

b) Preparing the pre-test

The researcher prepared a kind of test (call pre-test) that was given to the students. The pre-test was given in order to find out the students ability before treatment. The researcher prepared some topics including traditional market, river, and beach. The researcher asked the students to choose one of those topics and made a dialogue based on the topics chosen and perform in front of class with their couple.

c) Determining the material

The researcher determined the material that was taught to the students, the materials were expression of opinion.

d) Preparing the post-test

The researcher prepared a kind of test (call post-test) that was given to the students. By giving the post-test, the researcher knew the students improve their speaking ability. The researcher prepared some topics including traditional market, river, and beach. The researcher asked the students to choose one of those topics and made a dialogue based on the topics chosen and perform in front of class with their couple.

## **2. Application**

After making planning, the researcher tried to apply the research procedure that plan. There were some steps in do this research:

- a) In the first meeting, the researcher gave pre-test

The test was oral test with using dialogue in expression of opinion. The students got the same instrument for both classes in same of situation.

- b) After giving the pre-test to the students, the researcher conducted the treatment in control class and experiment class. In experimental class, the researched conducted the treatment by using animation movie media. While in control class the researcher conducted the treatment by using picture media.

- c) In the last meeting, the researcher gave the post-test.

The test was oral test with using dialogue in expression of opinion. The students got the same instrument for both classes in same of situation. The total number of the items were determined by the validity and reliability analysis of the try-out. It means that only the valid and reliable test items were use in the post-test.

## **3. Reporting**

The last point in the research procedure was reporting. There were two steps in reporting. The steps are as follows:

- a). Analyzing the data that were already received from pre-test and post-test.
- b). Making a report on the finding.

## H. Scoring Procedure

In this study, the researcher used a rating scale as proposed by Brown. According to Brown, “speaking is a productive skill that can be directly observed.”<sup>11</sup> So, the researcher gave score the students when they make conversation. In addition, the researcher also recorded their conversation and that recording listened and would be rewritten for adding their score. To give the students’ speaking score in the experimental and control group, the researcher used scoring rubric which is proposed by Brown including grammar, vocabulary, comprehension, fluency, pronunciation. In this research, the researcher used the oral English Rating Sheet that proposed by Brown.<sup>12</sup> Table 5 shows the fifth criteria of the Rating Sheet Score.

**Table 3**  
**Rating Sore for Speaking**

No.	Criteria	Rating Score	Comments
1.	Grammar	5	Equivalent to that of an educated native speaker.
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate

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<sup>11</sup> Ibid, p. 140

<sup>12</sup> H. Douglas Brown, *Language Assesment Principles and Classroom Practice*, (New York: 2003), p. 172-173

			affectively in most formal and informal conversations on practical, social, and professional topics.
		2	Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar.
		1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his/her language.
<b>2.</b>	<b>Vocabulary</b>	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
		4	Can understand and participate in any conversation within the range of his/her experience with a high degree of precision of vocabulary.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
<b>3</b>	<b>Comprehension</b>	5	Equivalent to that of an educated



			native speaker.
		4	Can understand any conversation within the range of his experience.
		3	Comprehension is quite complete at a normal rate of speech.
		2	Can get the gist of most conversation non-technical subjects (i.e., topics that required no specialized knowledge).
		1	Within the score of his very limited language experience, can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.
4.	<b>Fluency</b>	5	Has complete fluency in the language such that his/her speech is fully accepted native speaker.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
		2	Can handle with confidence but not with facility most social situation, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
		1	No specific fluency description. Refer to other four language areas for implied level to fluency.

<b>5.</b>	<b>Pronunciation</b>	5	Equivalent to and fully accepted by educated native speakers.
		4	Errors in pronunciation are quite rare.
		3	Errors never interfere with understanding are rarely disturb the native speaker. Accent may be obviously foreign.
		2	Accent is intelligible though often quite faulty.
		1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his/her language.

Based on “*Testing English as a Second Language*”<sup>13</sup>

The maximum score was 25

## I. Validity and Reability

### a. Validity

Fraenkel and Wallen say that validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inference a researcher make.<sup>14</sup>

Based on the statement validity is most important idea to consider when preparing or selecting an instrument for use. A test can be said valid if the test measures the object to be measured and suitable with the criteria. There were some criterions of good validity as follows:

<sup>13</sup> David P. Haris, *Testing English as a Second Language*, (Washington DC: Georgetown University, 1969). p. 84.

<sup>14</sup> Jack R. Frankael, Norman E, Wallen, *How to Design and Evaluate research in Education*, (New York: Mc Graw.Hill Inc, 6<sup>th</sup> ed, 2003), p. 150

a. Content validity

Best and Kahn stated "Content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was designed. Content validity is based upon careful examination of course textbooks, syllabi, objectives, and the judgments of subject matter specialists".<sup>15</sup> It means that to get the content validity, the test will be adapted with the student's book that is the test is suitable with the material that taught to the students. Therefore, the instrument of the test must be agreed with the objectives of learning in the school which it is based on the syllabus, because the test must be able to measure the students' speaking ability at the eleventh grade of senior high school. In this case, the test was consulted to Mr. Yayan Mulyana, S.Pd as the English teacher in MA Al Hikmah Bandar Lampung, to make sure that the instrument was valid.

b. Construct validity

Construct validity focuses on the kind of the test is use measure the ability. In other words, the test can measure what needs to be measured especially in speaking skill. Best and Kahn stated "Construct validity is the degree to which scores on the test can be accounted for by explanatory constructs of sound

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<sup>15</sup> John W. Best and James V. Kahn, *Research in Education*, (New Delhi: Prentice-Hall, 7<sup>th</sup> ed, 1995), p. 219 s

theory.<sup>16</sup> Construct validity refers to assumption, showing the measurement use contains correct operational definite, which is based on the theoretical concept. In other words, construct validity is just like a concept, both of them are abstraction and generalization that need to be defined so clearly that can be examined.

In this research, the researcher administrated an oral test whose the scoring cover five aspects of speaking that are adapted from Brown, and they are grammar, vocabulary, comprehension, fluency, and pronunciation. Besides administer or oral test based on the five aspect of speaking scoring system, the researcher also consulted the instrument of pre-test and post test to an expert of speaking named Mr. Yayan Mulyana, S.Pd to know whether the instruments have construct validity or not, and he said that the instruments were valid and can be used to collect a data.

#### **b. Reliability**

Reliability refers to the consistency of test score. Besides high validity, a good test should have high reliability too. Reliability used to show that instrument can be believed to be used as a tool of data collecting technique or not. Fraenkel and Wallen state that reliability refers to the consistency of the score obtained-how consistent they are for each individual from one administration of an instrument to

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<sup>16</sup> *Ibid*, p. 219

another and from one set items to another.<sup>17</sup> To get the reliability of the test, the researcher used inter rater reliability. This inter rater-reliability counts level of the reliability based on two series of score that were got by two raters or more simultaneously. The rater in this research are an English teacher and the researcher. The statistical formula for counting the reliability was variant formula as follows:

$$r = 1 - \frac{6(\sum D^2)}{N(N^2 - 1)}$$

**Note:**

**r = Reliability**

**D = The differences** of rank correlation

**N = Number** of student

The criteria of reliability test:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.600 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low<sup>18</sup>

In this research, the researcher used reliability of pre-test and post-test, from class XI IPS and XI IAI. The researcher chose all of the students, from the data gained.

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<sup>17</sup> Jack R. Fraenkel and Norman E. Wallen, *Op. Cit*, p. 154

<sup>18</sup> suharsimi Arikunto, *Procedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 319

## **J. Data analysis**

To analyze the data, the researcher used parametric statistics, t-test. In parametric statistic, there are assumptions which must be fulfilled, they are normality and homogeneity test.

### **1. Fulfillment of the Assumptions**

Parametric statistical significance tests, such as of variance and least squares regression, are widely used by researchers in many disciplines, including, statistics parametric test to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

#### **a. Normality Test**

The normality test is used to measure whether the data in the experimental class and control classes are normally distributed or not. In this study the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*) for normality of test. The test of normality employed are Kolmogorov – smirnov and Shapiro Wilk.  $H_0$  is accepted if  $P_{\text{value}}(\text{sig}) > \alpha$ .

The hypotheses formula are:

$H_0$  = The data have normal distribution

$H_a$  = The data do not have normal distribution.

### **b. Homogeneity Test**

Homogeneity test is used to determine whether the data obtain from the sample homogeneous or not. In this study the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*) for homogeneity of test.

The hypotheses are:

$H_0$  = The variance of the data is homogeneity

$H_a$  = The variance of the data is not homogeneity

## **2. Hypothetical Test**

The data of this research would be statistically analyzed. The researcher used control group pre-test, post-test design. Furthermore, the data of this research would be statistically with independent sample to compare the mean of the different data from different group. The researcher use t-test to analyze the data. In this case, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*) for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study.

The hypotheses are:

$H_0$ = There is no influence of animation movie towards students' speaking ability.

$H_a$  = There is an influence of animation movie towards students' speaking ability.



## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Data Description**

The researcher got the data in the form of score. The score were derived from the test. And the researcher were least two test in this research, they were pre-test and post-test. The pre-test was held in August 14<sup>th</sup>, 2017. Before doing the post-test the researcher did the treatments for experimental class, the treatments were held in August 21<sup>th</sup> until August 26<sup>th</sup>, 2017 and last was post-test which was held in August 28<sup>th</sup>, 2017.

#### **B. Research Implementation (Procedure)**

The research was conducted in August 14<sup>th</sup> 2017. Before conducting the research, firstly, the researcher asked the headmaster's and teachers' permission of the school. After having the permission, the researcher conducted through the following step:

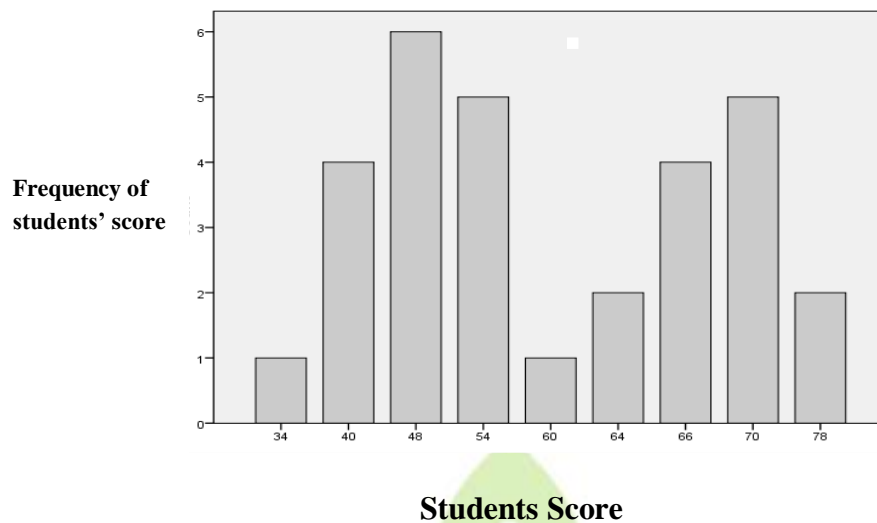
1. Determining the subject of research, namely the student at the eleventh grade of MA AL Hikmah Bandar Lampung.
2. Designing the test, that is oral test and the researcher gave twenty minutes to make a conversation.
3. Determining the sample of research by using cluster random sampling.
4. Holding pre-test in order to know the student's speaking before they had treatment.

5. Analyzing the data gotten the pre-test.
6. Giving the treatment to the sample of the research that was questionnaires technique was implemented in teaching and learning speaking.
7. Holding post-test to know the students' speaking after the treatment.
8. Analyzing the data gotten through post-test. The data were analyzed by using statistic formula.
9. Testing the hypothesis and making the conclusion.
10. Reporting the result of the research.

### **C. Result of the Research**

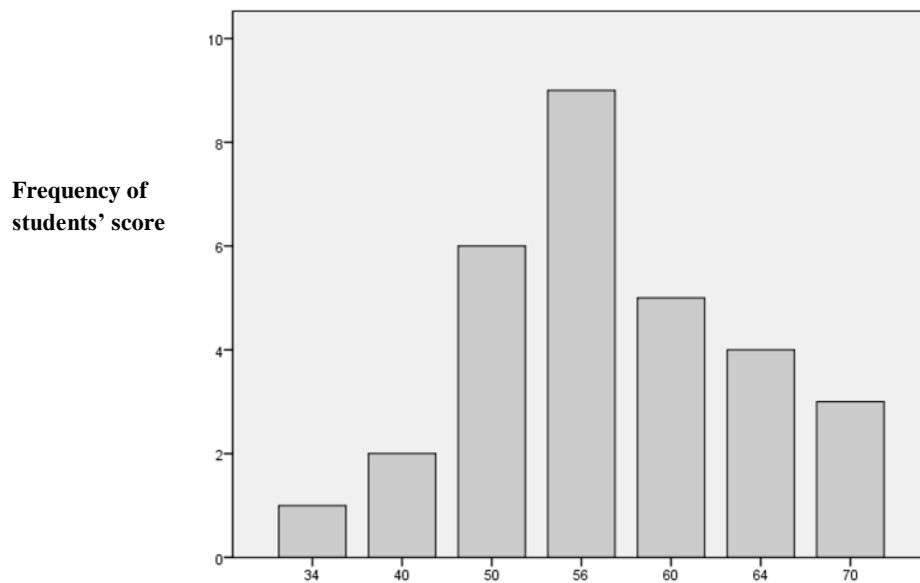
#### **1. Result of Pre-test**

The pre-test was administered on August 14<sup>th</sup>, 2017. It was the first meeting, the researcher conducted pre-test in order to find out the previous students' ability in speaking. The pre-test was administrated in order to know students' speaking ability before the treatments given. It can be seen from the pre-test score of students' speaking ability in the control class and experimental class.



**Figure 1**  
**The Result of the Pre-test in Experimental Class**

Based on the figure 1 it could be seen that there were 1 student who got 34 score, 4 students who got 40 score, 6 students who got 48 score, 5 students who got 54 score, 1 student who got 60 score, 2 students who got 64 score, 4 students who got 66 score, 5 students who got 70 score, 2 students who got 78 score. The mean of pre-test in experimental class was 70.60, standard deviation was 6.151, N was 30, minimum score was 34, and maximum was 78. It showed students' speaking ability before they got treatments.



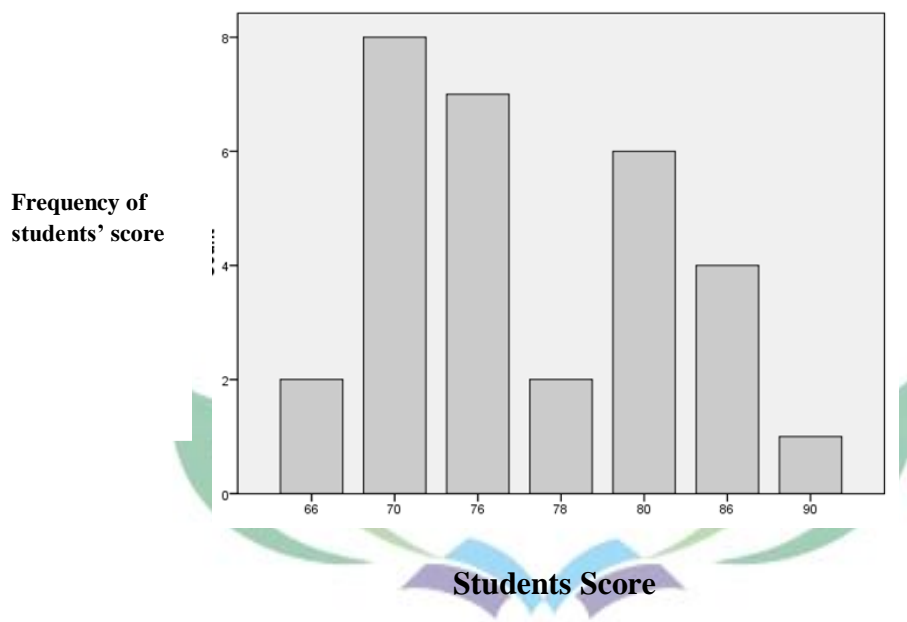
### Students Score

**Figure 2**  
**The Result of the Pre-test in Control Class**

Based on the figure 2 it could be seen that there were 1 student who got 34 score, 2 student who got 40 score, 6 students who got 50score, 9 students who got 56 score, 5students who got 60 score, 4 students who got 64 score, 3 students who got 70 score. The mean of pre-test in control class was 58.63, standard deviation was 6.239, N was 30. It showed students' speaking ability before they got treatments.

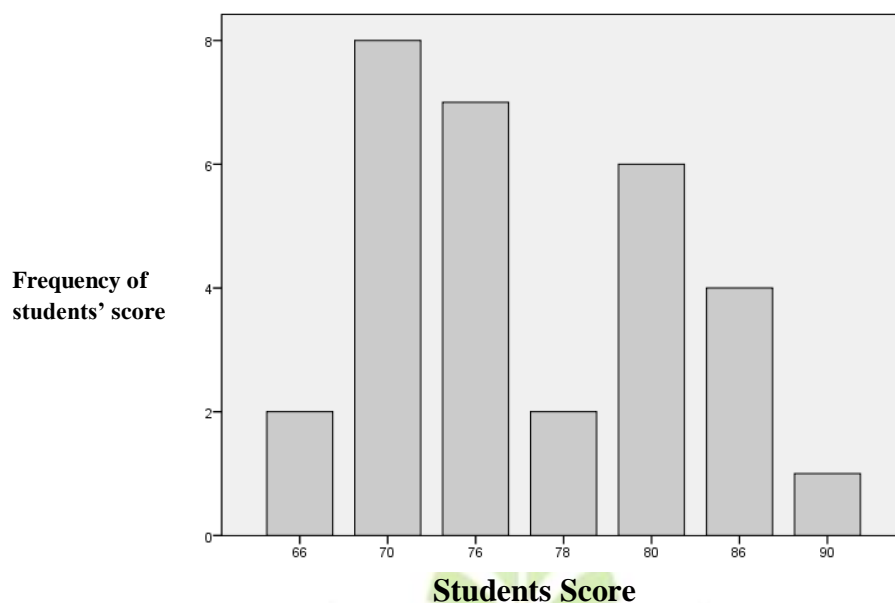
## 2. Result of Post-test

The post-test was administrated on August 24<sup>th</sup>, 2017. The researcher conducted The post-test in order to know students' speaking ability after the treatments given. It can be seen from the post-test score of students' speaking ability in the control class and experimental class.



**Figure 3**  
**The Result of the Post-test in Experimental Class**

Based on the figure 3 it could be seen that there were 2 students who got 66 score, 8 students who got 70 score, 7 students who got 76score, 2 students who got 78 score, 6students who got 80 score, 4students who got 86 score, 1 student who got 90 score. The mean of post-test in experimental class was 77.27, standard deviation was 6.203, N was 30, minimum score was 66, and maximum was 90. It showed students' speaking ability before they got treatments.



**Figure 4**  
**The Result of the Post-test in Control Class**

Based on the figure 4 it could be seen that there were 1 student who got 54 score, 1 student who got 60 score, 8 students who got 66 score, 12 students who got 70 score, 7 students who got 74 score, 1 student who got 84 score. The mean of post-test in control class was 63.47, standard deviation was 7.86, N was 30, minimum score was 54, and maximum was 84. It showed students' speaking ability after they got treatments.

### **E. Data Analysis**

After collecting the data, the researcher analyzed the data by using independent t-test. There were two assumptions that must be done before the researcher analyzed the data by using independent sample t-test.

## 1) Fulfillment of the Assumptions

Before knowing the result of the data analysis by using independent sample t-test, there were two assumptions that must be done and found out. They were normality test and homogeneity test.

### a. The Result of Normality Test

The normality test is used to measure weather the data in the experimental class and control classes are normally distributed or not. In this research the researcher used statistical computations by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypothesis formulas of the test were:

$H_0$  = the data have normal distribution.

$H_a$  = the data do not have normal distribution.

The criteria of acceptance or rejection of the hypothesis for normality test were:

$H_0$  is accepted if  $Sig. (P_{value}) \geq \alpha = 0.05$

$H_a$  is accepted if  $Sig. (P_{value}) < \alpha = 0.05$

**Table 4**  
**The Result Normality of the Experimental and Control Class**

Media	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Ex	.104	30	.200 <sup>*</sup>	.985	30	.938
Co	.115	30	.200 <sup>*</sup>	.957	30	.253



Based on Table 5, it can be seen that Sig. ( $p_{\text{value}}$ ) in the table of Kolmogorov-Smirnov was 0.200 and  $\alpha = 0.05$ . It means that  $\text{Sig. } (p_{\text{value}}) > \alpha$  and  $H_0$  is accepted. The conclusion is that the population is in the normal distribution.

#### **b. Result of Homogeneity Test**

Homogeneity test is used to determine whether the data obtained from the sample homogenous or not. The researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity. The test of homogeneity employing Levine's test.

The hypothesis for the homogeneity tests are:

$H_0$  = the variances of the data are homogenous

$H_a$  = the variances of the data are not homogenous

The criteria of acceptance or rejection of the hypothesis for homogeneity test were:

$H_0$  is accepted if  $\text{Sig.} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} > \alpha = 0.05$

**Table 5**  
**The Result Homogeneity Test**

	Levene Statistic	df1	df2	Sig.
Based on Mean	3.510	1	59	.066

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that  $Sig. (P_{value}) = 0.66 > \alpha = 0.05$ . It demonstrated that  $H_0$  was accepted because  $Sig. (P_{value}) > \alpha = 0.05$ . It means that the variance of the data was homogenous.

### **c. Result of Hypothetical Test**

Based on the previous explanation that the normality and homogeneity test were satisfied, therefore, the reasearcher tested the hypothetical test using parametrical statistic, independent sample t-test.

The hypotheses formulas are:

$H_a$  : There is a significant influence of using Animation Movie towards students' speaking ability at the first semester of the eleventh grade of MA Al Hikmah Bandar Lampung in the Academic Year of 2016/2017.

$H_0$  : There is no significant influence of using Animation Movie towards students' speaking ability at the first semester of the eleventh grade of MA Al Hikmah Bandar Lampung in the Academic Year of 2016/2017.

The criteria of acceptance or rejection of the hypothesis for Hypothetical test was:

$H_a$  is accepted if  $Sig. \geq \alpha 0.05$

$H_0$  is accepted if  $Sig. < \alpha 0.05$

**Table 6**  
**The Result of Hypothetical Test**

T	df	Sig. (2-tailed)
3.148	59	.003

Based on the result obtained in the independent sample t-test in the table 4.2 that the value of significant generated Sig. ( $P_{\text{value}}$ ) = 0.003 <  $\alpha$  = 0.05. So,  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation, it could be concluded that there was a significant influence of Animation Movie towards students' speaking ability at the first semester of the eleventh grade of MA Al Hikmah Bandar Lampung in the Academic Year of 2016/2017.

#### **F. Discussion**

The beginning of the research, the pre-test was conducted on August, 14<sup>th</sup> 2017 at 07.15 A.M. for class XI IAI as the experimental class and XI IPS as the control class at 08.45 A.M. the pre-test was administered to know students' speaking ability in expression of opinion before they were given treatment by researcher. The mean score of pre-test experimental class was 70.60 and the mean score of pre-test in control class was 58.63 the normality test and homogeneity test showed that the data of pre-test were normal and homogeneous. .

In the first treatment on August 21<sup>th</sup>, 2017, the lesson was begun by greeting and introducing herself. Then the research asked the students whether they have say

something to others or not. After getting the answer, the researcher asked the students to mention example for expression of opinion. After having the result from the students, the researcher made a list of asking and giving the expression of opinion. After that, she gave explanation about used animation movie for this topic. After ensuring that students had been understood about animation movie, she tried the animation movie and asked the students to watch the animation movie in title “Timun Mas”. After watching the animation movie, the researcher asked the students opinion about the movie and explained again until the students knew the rule of used animation movie. After the students knew the rule, the researcher divided into pair and asked them to perform. In this first treatment the students still felt shy and confused to start the dialogue and sometimes they just kept silent.

At the second treatment on August 23<sup>th</sup> 2017, the students were taught through greet and take leave expression of opinion by animation movie. The researcher started the teaching learning process by reviewing the previous lesson. Then, the researcher gave the students question about expression of opinion. After having the result from the students, the researcher made a list of formal and informal opinion. The researcher gave example about formal and informal opinion. Next, as in the previous treatment, the researcher divided into pair and used animation movie in title “The Rain and The Seven Seas”. After that, the researcher asked the students to express their problem in Speaking, the researcher gave motivation and solution about their problem. After the students understood, the researcher ended the class.

At the last treatment on August, 24<sup>th</sup> 2017, it was found that all students involved in the process. They were able to make dialogue appropriately, to tell their knowledge related to the topic especially apologize expression for this meeting. The researcher gave the students questions about expression of opinion. After having the result from the students, the researcher made a list of asking and giving opinion, formal and informal opinion. The researcher gave example as the first and second treatment. Next, the researcher divided into pair and used animation movie in title “Fasting with New Friend”. When the researcher asked them to perform related to the topic orally, the students were able to answer it fluently without thinking it too long. The students could also express their ideas b speaking very well and they could be more enthusiastic and motivated to the follow the learning process.

After conducting three meetings of treatment, the researcher gave post-test to the sample. The post-test was conducted on Monday, August 28<sup>th</sup> 2017 at 07.15 A.M for class XI IAI as experimental class and at 08.45 A.M for XI IPS as the control class. The mean of students’ post-test score in experimental class was 77.27 and the mean of students’ post-test score in control class was 63.47.

Based on the result of the research, it was found that the students who were taught by using Animation Movie have increased their speaking ability. The teacher give opportunity for the students to speak and to improve their speaking skill. Speaking is the important skill which is daily life communication, information, its primary

propose is to establish and maintain social relation. The importance of speaking is stated in the Holy Qur'an Surah An-Nisa verse 9 as follows:

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعَافًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا (٩)

“and let those fear who, should they leave behind them weekly offspring, would fear on their account, so let them be careful of (their duty to) Aallah, and let them speak right words.” (An-Nisa:9)

This verse shows that islam gives high attention to speak. It explain about how speaking must be clear and true.

It was showed from the result of the pre-test and post-test. The result of the pre-test before animation movie was implemented. The speaking ability of the students was lower than after animation movie was implemented. After getting the treatment and post-test were conducted, it was found that there were significant differences between experimental class and control class where the post-test score of the experimental class was higher than the post test in the control class. It can be seen from the mean in pre test score of control class was 58.63 and in the posttest was 63.47 while the mean of pre test score of experimental class was 70.60 and in the posttest was 77.27. It means that the most improvement was in the experimental class. It might due to in Animation Movie the students were highly involved in speaking process, since they had to make a dialogue and explore their speaking ability in their life.

The result of the research that was done by the researcher showed that there was influence of animation movie towards students' speaking ability at the first semester of the eleventh grade of MA AL Hikmah Bandar Lampung. This research result has supported several previous research that was done by Viki Kurniawati and Anna Khoirunnisa that Animation Movie had been successful to increase students' language skill and components. It means that this research has enriched the theory about animation movie.





## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After conducting the research and analyzing the data the researcher draws a conclusion as follows: There is a significant influence of using Animation Movie towards students' speaking ability. Because by seeing the result of the data calculation in the previous chapter where null hypothesis ( $H_o$ ) was rejected, and alternative hypothesis ( $H_a$ ) was accepted, it means that the researcher assumption is true, that is, Animation Movie can give a significant influence towards students' speaking ability. It was shows from students' scores that were taught by animation movie as media more highly then the students that were taught by using picture media. The significance can be seen from Sig (2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig (2-tailed) is 0.03. It is lower than  $\alpha = 0.05$  and its mean  $H_o$  it rejected and  $H_a$  is accepted. It can be revealed from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

#### **B. Suggestion**

Based on the result of the research and the advantages of using Animation movie in teaching speaking English to the eleventh grade of MA Al Hikmah Bandar Lampung, the researcher would like to give some suggestion.

### 1. Suggestion for the Teacher

- a. Animation movie media is a good media that can help the students to master students speaking ability, where the students can be stimulated to produce idea themselves improve their ability in speaking. So, animation movie media is a media to be used in teaching process especially in speaking.
- b. The teacher should not use monotonous media in teaching process. A teacher should choose appropriate media that can help the students to be more active in classroom.

### 2. Suggestion for the Students

The students should study hard and do more practice in speaking English to improve their speaking ability. They were should be active and creative in learning activity.

### 3. Suggestion for the Other Researchers

In this research the researcher used animation movie media to help students of Senior High School especially in speaking ability. The next researcher can conduct this media on different levels of students and other skills.

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